

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes research methodology applied in the study including research design, research site and participants, data collection, and data analysis.

3.1 Research Design

This study employed qualitative approach and case study was used as research design. As Creswell (2009) claims, case study is a qualitative strategy in which the researcher explores a program, event, activity, process, or one or more individuals in detail (as cited in Sugiono, 2011). The cases are bordered by time and activity, and researchers gather detailed information using a variety of data collection procedures over sustained period of time (ibid). Moreover the purpose of a case study is “to achieve as full an understanding of the phenomenon as possible” (Merriam, 1988, p. 10). The case that was investigated in this study was intralingual and developmental errors in the students’ Recount texts and the students’ responses to questions about the causes of intralingual errors.

This design is chosen since it is beneficial to examine events or phenomena; this study is aimed at finding out the types of intralingual and developmental errors in students’ Recount texts as well as the causes of intralingual errors based on the students’ points of view. This design is also usually inductive (Merriam, 1988) that enables the researcher to make conclusion, concepts, or hypotheses from an examination of data rather than making a hypothesis first in the beginning of the research.

The data in this study were derived from collecting tenth grade students’ texts in Recount and conducting interview to the students. The first data from the students’ texts are sample of learner language. As Ellis (1994) suggests, there are two main purposes in collecting and analyzing samples of learner language: 1) to describe the linguistic systems that learners build at different phases of

development, and 2) to explain the processes and factors engaged in acquiring an L2 (Ellis & Barkhuizen, 2005, p. 15). Afterwards the data obtained from the students' texts and interview are interpreted in description and explanation.

3.2 Research Site and Participants

The research site for this study was one of the senior high schools in Bandung. The data that aims to answer the first research question were gained from one class X that was chosen randomly from three classes, while the data that aims to answer the second research question involved three students with the least intralingual errors, three students with average intralingual errors, and three students with the most intralingual errors in their writing in Recount.

3.3 Data Collection

There were several steps in conducting this study. The first step in conducting this study was to collect the data from the tenth grade students. The data collected were the students' texts in Recount and the students' responses to questions about the causes of intralingual errors. The description of the instruments is as follows:

3.3.1 Collecting Students' Recount Texts

The first data were in the form of a text written by the students. First of all, the researcher refreshed the students' memory in Recount by explaining slightly what Recount is, what language features in Recount are, and what generic structures of Recount are. It took time about 20 minutes. Moreover, they have already learned Recount before in the first semester with their teacher. Then they were asked to write a Recount text with a topic *My Greatest Holiday*. They were given the remaining time from 2 x 40 minutes to do their task in the class. They were also permitted to look up in the dictionary if they needed to find some words they did not know. The data obtained from this writing task were thirty eight students' texts in Recount.

3.3.2 Interview

The second data were derived from the interview. The interview was conducted to ask the students the causes why they make intralingual errors. To get their responses, standardized open-ended interview was used as a guide by preparing several questions. As Patton (1990) asserts, in standardized open-ended interview “the exact wording and sequence of questions are determined in advance and all interviewees are asked the same basic question in the same order” (Best, J.W. and Kahn, J.V., 1995, p. 201).

In this study, the interview questions that were used to find out the students’ responses are as follows:

1. “*Have you ever written a Recount text? / Apakah Anda pernah menulis teks Recount?*” This question aims to ascertain that the students have ever written a Recount text.
2. “*What do you think about writing a Recount text? / Bagaimana pendapat Anda tentang menulis teks Recount?*” This question has a purpose to find out the students’ opinions in writing a Recount text.
3. “*What kinds of difficulties do you face in writing a Recount text? / Apa kesulitan yang Anda hadapi ketika menulis teks Recount?*” This question is to probe the students’ difficulties in writing a Recount text.
4. Ascertaining that the students have ever made errors in Recount text. The question is “*have you ever made errors in writing Recount text because of those difficulties? / Apakah kamu pernah membuat error ketika menulis Recount text karena kesulitan-kesulitan itu?*”
5. “*Based on your opinion, what are the causes of your making errors in Recount text? / Menurut pendapat kamu, apa penyebab kamu melakukan error saat menulis Recount text?*” This question is to dig into the students’ points of view about the causes of intralingual errors. The question is determined to answer the second research question.

3.4 Data Analysis

The result of this study was from the data analysis on the students' texts and the students' responses to the questions about the causes of intralingual errors.

3.4.1 Data Analysis on the Students' Texts in Recount

The data analysis on the students' texts in Recount involved three phases, namely identification of errors, description of errors, and explanation of the errors.

In the first phase, the data collected from the students' texts were examined. The steps were to determine discreetly whether or not errors occurred in the student's texts and to determine which parts in the students' texts were errors.

In the second phase, the errors found in the identification of errors phase were given a label whether the errors emanated from such a category that constituted Richards's (1971) categorization of error types in intralingual and developmental errors. The frequency of the errors occurred in each subcategory was presented as well.

Richards (1971) categorizes intralingual and developmental errors into six classifications, namely errors in the production of verb groups, errors in the distribution of verb groups, miscellaneous errors, errors in the use of prepositions, errors in the use of articles, and errors in the use of questions. Table 3.1 presents further explanation in the classifications and also presents the example of the errors in sentences that are generally found in L2 learners' speech and writing.

In the last phase, the data from the students' texts were analyzed to determine the errors' source and why the errors were made. The data from the students' responses about the causes of intralingual errors also extended the information to answer this question.

Table 1

Errors in the Production of Verb Groups

Errors in the Production of Verb Groups		Examples
1.	<i>Be + verb stem for verb stem</i>	We are live in this hut. He is speaks French.
2.	<i>Be + verb stem + ed for verb stem + ed</i>	Farmers are went to their houses. One day it was happened.
3.	Wrong form after <i>do</i>	He did not found ... He does not has ...
4.	Wrong form after modal verb	Can be regard as ... I can saw it. She cannot goes.
5.	<i>Be omitted before verb + stem + ed (participle)</i>	He born in England. He disgusted.
6.	<i>Ed omitted after be + participle verb stem</i>	The sky is cover with clouds. He was punish.
7.	<i>Be omitted before verb + ing</i>	They running very fast. The indusry growing fast.
8.	<i>Verb stem for stem + s</i>	He always talk a lot. He come from India.

Source: Richards, *A Non-contrastive Approach to Error Analysis* (1971), Table 1, pp. 182-183.

Table 2

Errors in the Distribution of Verb Groups

Errors in the Distribution of Verb Groups		Examples
1.	<i>Be + verb + ing for be + verb + ed</i>	I am interesting in that. The country was discovering by Columbus
2.	<i>Be + verb + ing for verb stem</i>	She is coming from Canada.
3.	<i>Be + not + verb + ing for do + not + verb</i>	I am not liking it.
4.	<i>Be + verb + ing for verb + ed in narrative</i>	... in the afternoon we were going back. On Saturday we were going down town, and we were seeing a film.
5.	<i>Verb stem for verb + ed in narrative</i>	There were two animals who do not like each other. One day they go into a wood and there is no water. The monkey says to the elephant ...
6.	<i>Have + verb + ed for verb + ed</i>	They had arrived just now. I have written this letter yesterday.
7.	<i>Have + be + verb + ed for be + verb + ed</i>	He has been killed in 1956.
8.	<i>Verb (+ ed) for have + verb + ed</i>	We correspond with them up to now. This is the only country which I visited so far.
9.	<i>Be + verb + ed for verb stem</i>	The machine is comed from France.

Source: Richards, *A Non-contrastive Approach to Error Analysis* (1971), Table 2, pp. 183-184.

Table 3

Miscellaneous Errors

Miscellaneous Errors		Examples
1.	Wrong verb form in adverb clause of time	I shall meet him before the train will go.
2.	Object omitted or included unnecessarily	We saw him play football and we admired. That is the man who I saw him.
3.	Errors in tense sequence	He said that there is a boy in the garden.
4.	Confusion of too, so, very	I am too tired that I cannot work. The man became so exhausted and fell on the floor. I am very tired that I cannot go.

Source: Richards, *A Non-contrastive Approach to Error Analysis* (1971), Table 3, pp. 185.

Table 4

Errors in the Use of Preposition

Errors in the Use of Preposition		Examples
1.	<i>With</i> instead of \emptyset	Met with her
	<i>from</i>	Suffering with a cold
	<i>against</i>	Fight with tyranny
	<i>of</i>	Consist with
	<i>at</i>	Laughed with my words
2.	<i>In</i> instead of \emptyset	Entered in the room
	<i>on</i>	In T. V.
	<i>with</i>	Fallen in love in Ophelia
	<i>for</i>	In this purpose
	<i>at</i>	In this time

	<i>to</i>	Go in Poland
	<i>by</i>	The time in your watch
	<i>At</i> instead of \emptyset	Reached at a place
	<i>by</i>	Held him at the left arm
3.	<i>in</i>	At the evening
	<i>to</i>	Went at Stratford
	<i>for</i>	At the first time
	<i>For</i> instead of \emptyset	Serve for God
	<i>in</i>	One bath for seven days
4.	<i>of</i>	Suspected for
	<i>from</i>	A distance for one country to another
	<i>since</i>	Been here for the 6th of June
	<i>On</i> instead of \emptyset	Played on the piano for an hour
	<i>in</i>	On many ways
	<i>at</i>	On the end
5.	<i>with</i>	Angry on him
	<i>of</i>	Countries on the world
	<i>to</i>	Pays attention on it
	<i>Of</i> instead of \emptyset	Drink less of wine
	<i>in</i>	Rich of vitamins
6.	<i>by</i>	Book of Hardy
	<i>on</i>	Depends of civilization
	<i>for</i>	A reason of it
	<i>To</i> instead of \emptyset	Went to home
7.	<i>for</i>	An occupation to them
	<i>of</i>	His love to her

Source: Richards, *A Non-contrastive Approach to Error Analysis* (1971), Table 4, pp. 185-186.

Table 5

Errors in the Use of Articles

Errors in the Use of Articles		Examples
Omission of <i>the</i> :		
	(a) before unique nouns	Sun is very hot.
	(b) before nouns of nationality	Spaniards and Arabs ...
	(c) before nouns made particular in context	At the conclusion of the article
1.	(d) before a noun modified by a participle	Solution given in this article
	(e) before superlatives	
	(f) before a noun modified by an <i>of</i> -phrase	Richest person Institute of Nuclear Physics
<i>The</i> used instead of \emptyset :		
	(a) before proper names	The Shakespeare, the Sunday
	(b) before abstract nouns	The friendship, the nature
2.	(c) before nouns behaving like abstract nouns	After the school, after the breakfast
	(d) before plural nouns	The complex structures are still developing.
	(e) before <i>some</i>	The some knowledge
<i>A</i> used instead of <i>the</i> :		
3.	(a) before superlatives	A worst, a best boy in the class
	(b) before unique nouns	A sun becomes red.
<i>A</i> instead of \emptyset :		
	(a) before a plural noun qualified by an adjective	A holy places, a human beings
4.	(b) before uncountables	A gold, a work
	(c) before an adjective	... taken as a definite
5.	Omission of <i>a</i> :	

Before class nouns defined by adjectives	He was good boy.
	He was brave man.

Source: Richards, A Non-contrastive Approach to Error Analysis (1971), Table 5, pp. 186-187.

Table 6

Errors in the Use of Questions

	Errors in the Use of Questions	Examples
1.	Omission of inversion	What she is doing? Why this man is cold?
2.	<i>Be</i> omitted before <i>verb + ing</i>	What she doing? What he saying?
3.	Omission of <i>do</i>	Where it happened? How it looks like?
4.	Wrong form of auxiliary, or wrong form after auxiliary	Do he go there? Which road did you came by?
5.	Inversion retained in embedded sentences	Please write down what is his name. I told him I do not know how old was it.

Source: Richards, A Non-contrastive Approach to Error Analysis (1971), Table 6, pp. 187-188.

3.4.2 Data Analysis on the Students' Interview

After the students' texts were analyzed, the transcription of the audio-taped conversation between the interviewer and the interviewees were analyzed. According to Creswell, "transcription is the process of converting audiotape recordings or field notes into text data" (2008, p. 246). After transcribing the audiotape recordings into text data, the next step was classifying the transcribed texts into themes and description. It was done by classifying the responses of the participants that were relevant to answer the research questions and then labeling them into themes. These themes were aimed to answer the second research question that was the causes of intralingual errors based on the students' points of view.